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ABSTRACT

The handbook provides a rationale and suggestions for incorporating multicultural components into special education teacher preparation curricula. The model was developed from an analysis of the University of Kansas's special education department. The rationale centers on the need to understand and appreciate diversity and the importance of individual teachers infusing a personal response to cultural pluralism into instruction. The process model begins with an analysis of the existing courses in terms of multicultural emphases and a listing of objectives and activities to facilitate awareness, knowledge, and skills in multicultural understanding. A workshop model is then proposed for sharing information from the curriculum analysis with faculty members. Strategies for involving faculty members in decision making are considered, and a suggested workshop format is offered. Steps in insuring adoption and approval of the multicultural concept are outlined to allow for progress monitoring. Responsibilities of the steering committee and staff are delineated along with aspects of professional growth and program evaluation. (CL)

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**Guidelines for Special Education
Teacher Trainers**

**MAINSTREAMING
A
MULTICULTURAL
CONCEPT
INTO
SPECIAL
EDUCATION**

Grant No. G00 7905328

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INTRODUCTION

Colleges of Education have a significant history in preparing teachers of exceptional children and youth. Within a relatively short period of time programs have evolved to train teachers with specialized skills and to prepare regular classroom teachers to accommodate the needs of exceptional students. As trends and approaches to the delivery of special education services have occurred, teacher training programs have responded with appropriate curriculum changes. For the most part, the emphasis has been on meeting the specific academic and social needs of these students. The attention given to the multicultural needs of exceptional children and youth has, in general, been limited to placement considerations, assessment, or language instruction. Their multicultural needs have not received sufficient attention.

The intent of this report is to provide teacher educators a resource in examining their curriculum relative to preparing teachers to better meet the multicultural needs of exceptional children and youth. Hopefully, this effort will help stimulate others to continue exploring ways of strengthening teacher education programs in this area. An opportunity for leadership clearly exists. The development of appropriate programs for students is greatly dependent upon the ability and initiative of teachers. Teacher education programs can and should provide direction and resources in this movement.

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**MAINSTREAMING MULTICULTURAL EDUCATION
INTO
SPECIAL EDUCATION**

PURPOSE

Significant progress has been made during the past 10 years in the provision of quality education for handicapped children and youth and for learners from ethnic minority backgrounds. Researchers, advocacy groups and educational policy makers have pursued courses of action to improve the educational status of both groups in a manner which suggests that the needs of the two groups are independent of each other. While this may be necessary in order to generate political support and to maintain visibility for advocacy and consumer groups, there is considerable overlap from the perspective of preparing instructional personnel. For example, the incidence of handicapping conditions among ethnic minority groups is at least as high as among the majority population. Indeed, there are data which suggest that in certain geographic areas and among lower socio-economic populations there continues to be an over representation of children from ethnic minority groups in programs for handicapped children and youth.

The current emphasis on non-discriminatory testing and on assuring appropriateness of education programs for the handicapped is attracting attention to the multicultural dimensions of instructional programming for handicapped students. Local districts are becoming more sensitive to the instructional implications of cultural diversity. However, there is little evidence of *SPECIAL EDUCATION* teacher training programs that place emphasis on cultural diversity as a generic skill. No programs have been identified which claim to have systematically integrated experiences specific to multicultural needs throughout the special education teacher training program. The one exception is in the area of assessment; most programs have responded to trends in the non-discriminatory testing movement. But instructional areas such as methodology, management, characteristics, parent counseling and program planning evidently have not been perceived as necessary contexts for emphasizing the multicultural implications of working with handicapped students. Given this current "state of the art" within departments of special education, the need for this type of focus becomes more critical.

The primary purpose of the handbook, "*Mainstreaming Multicultural Education into Special Education*," is two-fold: first, to heighten the awareness, sensitivity, understanding and commitment of special educators to the concept of multicultural education, and second, to provide specific suggestions and direction for departments of special education in the process of integrating a multicultural concept into their existing curriculums.

It is inappropriate simply to discuss a need for the examination and modification of curriculum and instructional methods without *at least* providing some direction in addressing these issues. We have designed these guidelines to assist departments of special education in developing a *process* for analyzing their current programs, and to provide suggestions on how they can best "go about" making these necessary changes. On the following pages, the need for the multicultural concept in special education is explained, its urgency and timeliness are stressed and the procedures are carefully outlined. We intend, however, only to provide direction. If the concept is to succeed, it needs *YOU*—your experiences, knowledge, understanding and *commitment*. The contributions you can make will help build an improved school situation and an increasingly mature multicultural perspective for you, your colleagues and for all of your students.

University of Kansas Project

The model presented in this handbook was developed from an analysis of the curriculum of the Special Education Department at the University of Kansas. The purpose of the analysis was to explore the strengths and weaknesses of the present multicultural input in the curriculum, in order to meet goals of (1) sharing the findings with the faculty, (2) encouraging greater coordination and integration, (3) supplying a basis upon which to expand, and finally (4) pinpointing areas of need so that multicultural materials could be designed to meet these needs.

Initially, the project staff gathered readings and syllabi from faculty members and analyzed them for content and depth of multicultural coverage. Three project staff members evaluated the materials and conducted interviews with individual faculty members. Based on these evaluations, the staff prepared a report of the findings which was shared with the special education faculty at a two day retreat. Five outside consultants, Drs. Reginald Jones, Leonard Baca, Robert Fuchigami, Oris Amos and Bill Burgess, plus three

special education classroom teachers, joined the faculty and staff at the retreat. In addition to providing a forum to discuss the implications of the analysis, the retreat allowed for presentations and exchanges on the rationale and purposes of multicultural education, the relation of multicultural education to special education, and models and guidelines for implementation.

Based on the reactions, suggestions and needs presented at the retreat, we began phase three of the project—creation of a handbook of guidelines for integrating a multicultural concept into a special education department. In addition, with the help of twelve teacher consultants, the staff reviewed and evaluated a large number of multicultural books, activities and media. We looked at their value for teacher use and their adaptability to special education classes. Along with the handbook, we compiled these evaluations and published them for distribution to special education departments and inservice programs.

**A RATIONALE
for
Multicultural Education**

A RATIONALE FOR MULTICULTURAL EDUCATION

Why a Multicultural Approach in Education?

If schools are to prepare students for today's society, multicultural education should be a strongly emphasized part of the curriculum. Adults in the future, as well as today, need a thorough background and understanding of the diversity that now exists and which will continue to exist in the future. Today's education must include the development of skills and concepts students can use to form their own cultural perspective to allow them to function actively and effectively in our ever-changing society. Raw knowledge of cultural and linguistic differences will not be enough. Tomorrow's adults will need constructive attitudes toward the differences which exist between people and cultures. They will require a set of values which will allow them to deal effectively with change in our multicultural society. As the self-interests of one group interact with the self-interests of persons from other parts of our society, there will be a search for common ground so the interests of both parties will be protected.

Tomorrow's citizens will find differences between themselves and other people, and they will have to look for strength in those differences. They will have greater opportunities to interact with people whose values do not match their own; and as a result, they will need attitudes that will help them build strong working relationships. They will need an appreciation of the interdependency of the people in our diverse society which goes beyond knowledge of contributions, holidays and cultural characteristics. Students must now begin to learn to respond positively and easily to change because change is the only thing we can promise them in the future.

In short, leaders of business, industry, government, science, and education who will be most effective in the future, will be those who can cope with change, deal with a society as a system, and appreciate and accept human diversity.

What is Multicultural Education?

As stated by the American Association for Colleges of Teacher Education (AACTE), multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs designed to preserve and extend cultural alternatives. If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at every level. Education for cultural pluralism includes four major thrusts:

1. The teaching of values which support cultural diversity and individual uniqueness.
2. The encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socio-economic and political life.
3. The support of exploration in alternative and emerging lifestyles.
4. The encouragement of multiculturalism, multilingualism and multidialectism.

While schools must insure that all students are assisted in developing their skills to function effectively in society, such a commitment should not imply or permit the denigration of cultural differences.

Educational institutions play a major role in shaping the attitudes and beliefs of the nation's youth. Educational institutions must provide leadership for the development of individual commitment to a social system where individual worth and dignity are fundamental tenets. This provision means that schools and colleges must assure that their total educational process and educational content reflect a commitment to cultural pluralism.

The Multicultural Concept is Appropriate in Every Facet of School Life

Multicultural education is not a course or a subject. It is not a unit on society's problems nor is it a system for teaching social studies. Multicultural education has a place in every facet of education. That is not to say that every teacher must include multicultural concepts in every lesson each day. But it does

mean that every teacher in every class from sciences to physical education should develop a definite role and response to a multicultural approach. This PERSONAL response can be woven into his or her existing curriculum.

Multicultural education is a way of teaching. It recognizes some basic truths about the condition of our society and where appropriate, includes references to international perspectives in lesson plans. It is a point of view which must be reflected in every lesson or unit of study. Multicultural education implies some guidelines which teachers use to test their lessons to confirm their consistency with the educational needs of ALL students who will have to function effectively and productively now and in the future.

Multicultural education is also a way of learning. Students benefit from thought processes, learning experiences and attitude shaping exercises which help them prepare for real-life problems. An effective multicultural approach allows ALL students to benefit from exposure to people and "things" to which they are not accustomed. Multicultural education enhances the student's ability to relate successfully to other people even when there are important differences in opinions, beliefs and cultures. It offers the student a PERSPECTIVE he/she can use to evaluate new knowledge. Multicultural education offers students a background that will help them cope with change in the future.

Your Response to Multicultural Education

Your personal response to multicultural education, combined with that of your fellow administrators and teachers, will increase the value of the education your students receive. It does that by helping YOU make sure that the education you are offering and delivering is sensitive to what you KNOW students will need now and later in their lives and careers.

This concept goes one important step further. The same attitudes and perspectives that will make our students more successful in dealing with our diverse society will help students and teachers become more effective in dealing with one another in the school community today. Recognizing the VALUE of different opinions, working with other people, being sensitive to the interdependence of departments and individuals within the school organization and responding to changes in the school are all important parts of this concept.

Each worthwhile multicultural education goal leads to a broader, more realistic multicultural perspective and it also has implications for improving the systems working within the school. It is easy to get simplistic, but it must be understood that the concept of multicultural education is not easy or simple to implement. It calls upon each individual to make a PERSONAL response which is consistent with that individual's role in her/his profession, and in the system.

The Need For a Multicultural Concept in Special Education

Many professionals and professional organizations have responded to the needs of culturally diverse students. For example, The American Association of Colleges for Teacher Education (AACTE) statement *No One Model American* states the need for teacher education institutions to actively initiate programs for preparing teachers to teach in a multicultural model:

Colleges and universities engaged in the preparation of teachers have a central role in the positive development of our culturally pluralistic society. If cultural pluralism is to become an integral part of the educational process, teachers and personnel must be prepared in an environment where the commitment includes such factors as a faculty and staff of multiethnic and multiracial character, a student body that is representative of the culturally diverse nature of the community being served, and a culturally pluralistic curriculum that accurately represents the diverse multicultural nature of American society.

Multicultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers.

National accreditation of colleges and university programs for the preparation of all teachers and other professional school personnel at the elementary and secondary levels is the responsibility of the National Council for the Accreditation of Teacher Education (NCATE).

In the NCATE standards for the Accreditation of Teacher Education, which became effective

January 1, 1979, multicultural education is explicitly addressed. Provisions for multicultural education must be evident in undergraduate and graduate programs in order to receive full accreditation from NCATE.

Organizations such as CEC, NEA and other special interest groups assumed a major role in mounting social action programs resulting in legislation. PL 93-386, PL 94-142 and section 504 of the Rehabilitation Act address issues of civil rights and quality education which are concerned in part with the appropriateness of educational programs for handicapped children from ethnic minority backgrounds.

The Council for Exceptional Children (CEC) sponsored a Special Conference on Cultural Diversity and the Exceptional Child in 1973. The council is also sponsoring two conferences in the spring of 1981; the *Exceptional Black Child* and the *Bilingual Child in Special Education Programs*.

Based on the rationale for multicultural education and the concerns of special educators to serve the needs of all handicapped students, including ethnic minority students, it becomes apparent that a need does exist to establish guidelines for multicultural education in a wide array of instructional areas for special education.

Such multicultural guidelines are not aimed at training teachers to work exclusively with handicapped children from particular ethnic minority backgrounds. Quite the contrary, these guidelines are intended to assist in the training of teachers for exceptional children that will provide the most meaningful education for *all* of their students, regardless of their ethnic composition. The concept of multicultural education is not based on the premise that there are ethnic minority students in the classroom, but that there are differences in students within any classroom and that all of those students live in a pluralistic society.

THE PROCESS

THE PROCESS

In order for multicultural education to become a "real concept" within our schools, a process of "getting there" seems logical.

However, before we can proceed with the steps for implementation, we must draw your attention to the need to determine what you are presently doing in regard to multicultural education, as well as what you are not doing.

The following steps are a model that has been designed to assist your special education department in analyzing your present curriculum.

ANALYZING THE DEPARTMENTAL CURRICULUM

Review & Analysis of the Courses Offered

Establish a Task Force: A task force of multicultural specialists and special educators should compile a list of multicultural issues or questions which can be used to analyze the course texts and readings. Sample questions for special educators might be:

1. Are terminology and educational concepts up-to-date?
2. Are pertinent multicultural issues which affect special educators dealt with?
 - a. Is there discussion/analysis of the impact of Limited English Proficiency on the learner, on diagnosis, and on the classroom climate?
 - b. Is there a discussion of the history and impact of legislation which deals with culturally diverse children?
 - c. Is there an attempt to aid the reader in understanding cultural values of culturally diverse children?
 - d. Is the role of the family in relation to the child's development dealt with, i.e., socioeconomic position, education of the parent(s), cultural background, neighborhood, etc.?
3. Are examples used to illustrate and explore the discussion of these issues?
4. Are references supplied which direct the reader to materials, articles and/or books which elaborate on these issues?
5. Does the reading or book suggest alternative approaches in dealing with these issues?
6. Do examples and alternative approaches avoid stereotypes of different cultural groups?
7. Is multicultural content integrated throughout the reading as opposed to being handled in separate sections or topics?
8. Is there discussion of the special education teacher's role in sensitizing the regular classroom teacher to special needs and problems of the culturally diverse child? (especially in structuring IEP's for these children)?
9. Is the danger of overcompensation for the handicapped student discussed?

Methods of Analysis: Once the task force is established, certain information should be obtained from the faculty. Each faculty member should supply course outlines, syllabi, readings, and activities lists to the committee. These readings and activities need to be analyzed for multicultural input.

Develop a Grid to Evaluate the Readings: A grid based on the questions developed by the committee can be used to chart the evaluation of each reading. Use of a grid makes the information more easily interpreted and helps to pinpoint the extent and depth of coverage in the course and throughout the department. A comment sheet should accompany each grid to explain the evaluation in greater depth. See an example of a grid in Figure 1.

Faculty Interviews: Each faculty member should be interviewed to determine what multicultural issues she/he considers most relevant and how integration of these topics is accomplished. The interview also serves to sensitize faculty to a greater range of issues and to encourage them to consider the relevancy of these to their speciality. Finally, it allows the faculty to clarify and amplify how readings and textual references are used.

A list of questions pertaining to the factors that are to be considered should be prepared before the interviews. (Mailing the list prior to the interview is recommended). Some sample questions might be:

FACTORS TO BE CONSIDERED

1. Is the disproportionate number of culturally different children in special education pointed out and are the political, social, educational and cultural implications discussed?
2. Is attention given to the special factors that affect the culturally different child? (Language, self-concept, social class, stereotyping, etc.)
3. Are teacher trainees helped to see how the cultural diversity of their students may affect the classroom atmosphere and their approach to teaching? On the other hand, what approach is used in an homogenous classroom?
4. Have teacher trainers been aided in examining their own attitudes, assumptions, and stereotypes about various ethnic groups? (i.e., through inservice sessions, workshops, or conferences).
5. Are teacher trainees encouraged to examine their own values and expectations and to see how these may contribute to or detract from communicating with and understanding culturally different children?
6. Is there any investigation into the ways in which different cultural groups view and react to handicaps?
7. Is the culturally different child in special education handled as a separate topic or are the needs and special problems of the handicapped culturally different child integrated into all content areas of the curriculum?
8. Is the discussion of the culturally different child in special education included early in the course outline to enable the teacher trainees to relate what they have learned about culturally diverse children to all topics covered in the course?
9. Is there any attempt to break down stereotypes about different ethnic groups and replace them with broader knowledge about different groups and more accurate information about social problems? (Could be specifically related to special education problems).
10. Are special techniques used to help teachers gain a deeper insight into the added emotional problems the culturally different child may face?
11. Are field experiences provided for students in a multicultural setting?

Classroom Observations: Classroom observations or logs can be a useful tool in evaluating the amount and depth of multicultural integration. These may be done by outside observers or by the faculty member him/herself throughout the semester or quarter.

THE REPORT OF MULTICULTURAL INPUT

Course Level Input:

1. Evaluate by compiling the information from the Readings grid and comment sheet, interviews and classroom observations or logs.
2. Determine what issues covered and in what depth.
3. Design a multicultural scale upon which to judge input.

The following is a sample scale:

Level 1	No multicultural input
Level 2	Brief mention of multicultural concepts Minimal sensitizing Add-on section(s)
Level 3	Some integration Development and examples Some sensitizing to complexity of issues
Level 4	Challenges and sensitizes In-depth development Alternatives Overall integration

4. Prepare summary or findings.
5. Write recommendations.

Figure 2 is an example of an overall evaluation form which rates readings, activities and professors' perceptions on the multicultural scale.

Text chapters are placed at appropriate levels. The numbering system is based on the Readings Grid number attached to each reading. The numbers in the "Professor's Perceptions" column refer to those questions of the "Factors to be Considered" sheet. This column represents the professor's own evaluation of multicultural input in the course as drawn from the interviews. The activities categories information drawn from the interviews, observations and logs.

Area of Specialization Input: (Mental Retardation, Learning Disability, etc.)

1. List all required courses in a specialization area.
2. Refer to Readings grids to determine which issues are dealt with for each course.
3. Use comment sheets to determine the depth of coverage of issues for each course.
4. Determine what are strengths and weaknesses of multicultural content in area specialization level by noting input in all courses.
5. Prepare summary of findings.
6. Write up recommendations.

The following examples represent a possible format:

Learning Disabilities		
SPED 725	Introduction to the Psychology of Exceptional Children and Youth	+Cultural Values +Legislation Labeling Limited English Proficiency Alternative Approaches
SPED 735 (Generic)	Characteristics of Exceptional Children	Socioeconomic Status
SPED 735 (Specific)	Characteristics of Exceptional Children	Nothing Psycholinguistics Values—discussion Testing—discussion
SPED 760	Education of Exceptional Children and Youth	Cultural Values Legislation
SPED 879	Conferencing with Parents of Exceptional Children and Youth	+Cultural Values +Legislation +Family
SPED 885	Application of Assessment Information in Program Development for Exceptional Children and Youth	+Bias in Testing
SPED 970	Problems of Exceptionality: Trends and Issues	Family Cultural Values
+ Indicates indepth coverage		

Departmental Level Input:

1. Determine appropriate general categories for departmental courses, such as Survey, Characteristics, Methodology and Topical.
2. Refer to Readings grids and comment sheets to determine which issues are dealt with and in what depth.
3. Determine strengths and weaknesses in multicultural input at departmental level by noting input in all courses.
4. Prepare summary of findings.
5. Write up recommendations.

The following examples represent a possible format:

Survey		
SPED 425	Introduction to Exceptional Children and Youth	+Historical Background +Cultural Values +Biased Assessment +Family +Effect of Labeling +Limited English Proficiency
SPED 717	Exceptional Child in the Regular Classroom	+Cultural Values Sensitizing
SPED 725	Introduction to the Psychology of Exceptional Children and Youth	+Cultural Values +Effects of Labeling +Legislation Limited English Proficiency
SPED 885	Application of Assessment Information in Program Development for Exceptional Children and Youth	+Biased Assessment +Cultural Values +Limited English Proficiency
SPED 890	Introduction to Disciplinary Programs for Exceptional Children and Youth	Cultural Values—one sentence Family—one sentence
SPED 970	Problems of Exceptionality: Trends and Issues	Family +Limited English Proficiency +Cultural Values
+ Indicates indepth coverage		

Evaluation of the Stages for Multicultural Understanding

Based on the assumption that it requires more than mere exposure to multicultural issues to successfully integrate a multicultural approach into one's teaching, the examination of special education curriculum ought to look at the stages or levels of multicultural understanding through which teacher trainees must move to gain competence. It is important to determine to what degree each area is or should be preparing today's students in special education. Working definitions of these stages might be:

I.	Awareness—Consciousness Level A general sensitivity to cultural differences and the need for understanding these differences. Example: Research has shown that culture has an impact on learning style.
II.	Knowledge—Content Level Specific information and details about cultural diversity. Example: Examination and study of different learning styles and ways classrooms can be organized to capitalize on each child's style.
III.	Skill—Implementation Level Application of knowledge by designing materials and organizing teaching approaches which carry out the goals of multicultural education. Example: Design a curricular unit which allows students to utilize different learning styles to arrive at the unit objectives.

Using the above stages, courses should be evaluated to determine what level(s) of multicultural understanding are promoted.

Process of Evaluation

1. Determine objectives for each stage.
2. Refer to grids and comment sheets, interviews and observations to determine the multicultural stage(s) of the input from the course level, area specialization level and departmental level.
3. Prepare summary of findings.
4. Write up recommendations.

Readings Grid

Professor's Name _____

Course: Problems of Exceptionality: Classroom Intervention

	Up-to-date terminology	Pertinent Multicultural Issues						Examples to illustrate issues	References	Alternative Approaches	Examples Avoid Stereotypes	Multicultural content integrated	Sensitizing of the regular classroom teacher	Overcompensation
		Limited English proficiency	Legislation	Cultural Values	Family	Democratic cul. pluralism in ed.	Learning styles							
Dale Chapter 10 Dialect Differences	X	X		X	X		X	X	X	X	X	X	X	
Dale Chapter 11 Social Class Differences in Measuring Language Development									X					
<i>Mainstreaming and Minority Child</i> Cultural Dem. and Mexican American Child Casteneda	X	X	X	X	X	X		X	X	X	X		X	
<i>Cultural Diversity and Exceptional Child</i> Asian American—Search for identity Phil Chinn				X	X			X	X		X			
Language, Speech and Hearing Services in Schools, 1972, 2, 20-29 Jones Role of Publ Sch. Sp. Clinician w/Inner City Child		X						X	X				X	
Orlando Taylor—History of Development of Black English pp. 5-15 <i>Language, Speech and Hearing Services in Schools</i>		X				X	X		X	X				
Fasold and Wolfram Some Linguistic Features of Negro Dialect pp. 16-49 <i>Language, Speech and Hearing Services in S.</i>		X						X						

#1

#2

#3

#4

#5

#6

#7

____ Professor's name

Problems of Exceptionality

Notes on Readings

1. Good article to discuss in relation to Taylor's *History of Dev. of Black English*.
Detailed discussion of structural differences in BE and STE excellent examples
Excellent section on Native Am.—Learning style
2. No mention of how choice of vocation could affect results for “lower class” subjects.
Deals only with tests—seems to confirm stereotypes
Little relating to previous chapters
—important points about BE, verbal-deficit hypothesis
3. Optional reading
—define bicognition
—cooperative mode
—nonverbal communication
—teaching style—modeling
—sex roles
4. —Discipline—negative reinforcement/guilt or shame producing activities
—Contrasts between school and home reinforcement
—Marginal man concept
5. Importance of “knowing thyself” but no mention of value
—Examples of motivation are rather stereotyping—needs more explanation, clarification
—Speech clinician needs to be full participant in school program helping classroom teacher—even more reason for value clarification
—Speech clinicians have ability to distinguish pathological differences and language deviation based on culture.
6. Analysis of why BE not as acceptable
—Offers alternative approach of teaching STE as 2nd language in early grades
—Offers views on use of STE as tool in school and society
7. Excellent details
—proposes “practicing what we preach” for teaching STE to students—rules of casual speech (How about written English?)

Generalizations: Most studies with concrete suggestions etc. done about black English

Overall Evaluation Grid

Professor's name _____
 SPED 970
 Problems of Exceptionality: Classroom
 Intervention for Language Disorders of
 Handicapped Learners

	TEXTS				READINGS				How professors perceive multi- cultural input in their classes based on "Factors to be Considered"	ACTIVITIES			
	Strengths	Weaknesses	Not relevant	Overall Evaluation	Strengths	Weaknesses	Not relevant	Overall Evaluation		Field Experiences	Outside Speakers	Classroom Simulation & Activity	Media
LEVEL 1 No Multicultural Content		#1.11	#1.1 #1.2 #1.3 #1.4						*3				
LEVEL 2 Brief mention of multicultural concepts Minimal sensitizing Add-on sections			#1.5 #1.6 #1.7 #1.8 #1.9						*4 *7 *8 *9 *10				
LEVEL 3 Some integration Development & examples Some sensitizing to complexity of issues					#4 #5 #6 #7				*1 *2 *5 *6			X	
LEVEL 4 Challenges & sensitizes Indepth development Alternatives Overall integration	#1.10				#3								

refers to readings reviewed in Reading grid

* refers to number on Factors to be Considered sheet

Awareness Objectives

The following are sample objectives and facilitating activities for the awareness level.

1. Awareness of the cultural diversity in American society.
2. Understanding that one's cultural background influences behaviors, language, interactions, judgement, expectations.
3. Understanding that it is difficult, but important, to move out of one's own cultural frame of reference.
4. Recognition of the importance of learning about the value systems of students from culturally diverse backgrounds.
5. Awareness that family views toward intervention and remediation may be influenced by culture.
6. Awareness that the terminology one uses has an impact on how information is received.
7. Awareness of the impact that teachers' values and judgements have on student self-image.
8. Awareness of the historical over-representation of culturally different students in special education classes.
9. Recognition of the extent of institutional racism in schools, including issues of tracking, few minority administrators, little or no reference to the history and culture of minority groups.
10. Recognition that the educational system has often judged students against only one cultural value system, that of the Anglo-American core culture.
11. Awareness of biased assessment practices and how these practices have affected culturally different students with disabilities.
12. Awareness of the role economic status plays in special education placement and the relationship of status to culture group affiliation.
13. Understanding the impact of labeling, especially the double jeopardy culturally diverse children face.
14. Awareness of the existence, implications and dangers of overcompensation for the culturally diverse student with a disability.
15. Awareness that limited language proficiency or language differences have an impact on diagnosis, classroom interaction, and self-image.
16. Awareness that research has shown culture has an impact on learning style.
17. Awareness that there are a variety of approaches to teaching children with languages or dialects that differ from standard American English.
18. Awareness of the concept and principles of multicultural education.
19. Awareness that there are curricular materials available to help integrate a multicultural concept into the classroom.
20. Awareness of the need to integrate multicultural content throughout the curriculum.

**Ideas and Activities that Facilitate
Realizing These Awareness Objectives**

Human relations simulations, games, role playing
Values clarification activities
Speakers: minority persons with disabilities, special education classroom teachers, multiculturalists,
community resource people
Simulations of lifestyles of culturally diverse and/or disabled students
Novels about minority individuals who are disabled
Biographical sketches of culturally different disabled people
Self assessment activities
Journals
Skits
Observations in multicultural settings, in special education classrooms
Films, Filmstrips
Readings, lectures

Knowledge Objectives

The following are sample objectives and facilitating activities for the knowledge level.

1. Knowledge of specific values, history and lifestyles of different cultural groups in the United States.
2. Knowledge of values clarification processes.
3. Analysis of how and why terminology for the disabled and culturally different has been changing.
4. Knowledge of the results of studies on teacher attitudes and expectations.
5. Analysis of the relationship between the over-representation of culturally diverse students in special education and the socio-political nature of schooling.
6. Analysis of the relationship between such practices as tracking and limited educational policy input from culturally different groups and the historical attitudes and acceptance of cultural diversity (versus the melting pot) in American society.
7. Knowledge of specific ways in which tests are biased against culturally different students.
8. Knowledge of different assessment instruments, how they are constructed and how administered.
9. Knowledge of new or alternative methods of assessment which attempt to minimize cultural bias.
10. Knowledge of laws which affect the testing and assessment of culturally different students.
11. Analysis of how testing practices have led to over-representation of culturally diverse students in special education.
12. Analysis of why culturally diverse students have been placed in different special education classes than students with similar scores who come from culturally dominant backgrounds.
13. Knowledge of the results of studies investigating the impact of labeling.
14. Knowledge of the definition of overcompensation and an analysis of the types of behaviors or attitudes which lead to overcompensation.
15. Knowledge of the structure and organization of different languages or dialects.

16. Knowledge of specific methods of teaching students with limited English proficiency.
17. Knowledge of different learning styles and ways to organize a classroom to incorporate a number of different styles.
18. Knowledge of learning styles that are often preferred by students of different cultural groups.
19. Knowledge of a rationale for multicultural education.
20. Knowledge of strategies for integrating multicultural content into the curriculum.

Ideas and Activities To Facilitate These Knowledge Objectives

Readings
 Class discussions
 Projects
 Cultural Fairs
 Visits
 Interviews
 Case Studies
 Guest Lecturers
 Administration of tests
 Pairings with classroom teachers

Skill Objectives

The following are sample objectives and facilitating activities for the skill level.

1. Discuss several ways you have interacted with people from a different cultural background than yours, analyzing what behaviors have led to understanding, what to misunderstanding.
2. Given a hypothetical situation in which you are having difficulties dealing with given behaviors and attitudes of several students who come from a culture different than your own, propose a process you might consider in assisting you to deal more effectively with the situation(s).
3. Describe how your attitudes have been affected by your investigation of a specific multicultural issue.
4. Propose a set of procedures you could use to sensitize the regular classroom teacher to some of the issues which affect culturally diverse students placed in special education (i.e., biased assessment, impact of cultural values, learning style, overcompensation).
5. Produce an explanatory model for assessing culturally different children for giftedness.
6. Produce a set of explanations (to be presented to a hypothetical principal or school board) which support your position advocating the need for changing the present biased assessment practices used to place culturally different students.
7. Design a set of criteria for evaluating several marketed assessment instruments.
8. Infer the point-of-view an author might hold on several multicultural issues based on reading one article by him/her.
9. Design a curricular unit which allows students to utilize different learning styles to arrive at the unit objectives.
10. Organize a formal debate which advocates instructing students with limited English proficiency in their first language. (Evidence and documentation must be present for each side.)

11. Establish a set of criteria for judging the usefulness and applicability of multicultural materials.
12. Evaluate several multicultural activities for their adaptability to specific special education settings and for their effectiveness in interesting and broadening students' perception.
13. Develop guidelines and suggestions for integrating multicultural content into a self-contained EMH classroom.
14. Develop guidelines and suggestions for coordinating the integration of multicultural content into the mainstreamed classroom.

Ideas and Activities to Facilitate Achieving These Skill Objectives

Debates
Group presentations
Development of models for guidelines, criteria, curricular units
Small group work sessions
Lead discussions
Analysis of readings
Pairings with classroom teachers

A
WORKSHOP MODEL

A WORKSHOP MODEL

The results of the analysis of the departmental curriculum should be shared and discussed with all members of the faculty.

We have designed a "workshop model" that can be adapted for this purpose. The model is designed to address the following areas:

1. Who should be involved
2. Discussion of the analysis
3. Determination of the objectives and the needs
4. Individual faculty goals, objectives and needs

This workshop design not only provides the opportunity to examine the analysis, but allows the faculty to "begin" the *process* of establishing departmental goals, as well as individual goals, in regard to the multicultural concept.

Planning for the Workshop

A successful workshop involves detailed preparation with carefully chosen participants. It is vital that selected representatives from the staff and perhaps students and community have the privilege and responsibility for the planning and administration. The workshop must belong to the staff. Different constituencies should include the administration, special education faculty, consultants, multicultural specialists, culturally diverse participants with disabilities, classroom teachers, teacher trainees and students. If you plan to include parents and local community leaders, do so from the very beginning.

Crucial Steps During the Workshop Preparation

1. First, it is essential that the faculty commit themselves to a study of multicultural education. The faculty must make a further commitment to developing and implementing plans related to multicultural education in their department.

2. Ensure that the administration has given official approval and support of the workshop. The administration should be encouraged to participate in the workshop. It must be clear at the outset that the workshop will not take place if this official support is lacking.

3. It should be clear that the administration must attend the entire workshop without interruption. These individuals will often plan a pivotal position at the departmental level regarding any program changes. Without the full support and participation of the administration, a workshop should not be planned.

4. Once these commitments are made, the organizational phase comes into being. A steering committee should be formed, made up of key people—i.e., administrators, the workshop leader(s), key staff, students, etc.—with the job of planning and communicating the program to their peers. This team should handle all the local arrangements of invitations, dates, logistics, and administration.

5. A fairly lengthy "lead time" (four to seven months) is an important ingredient for the success of the workshop. It takes time to analyze the curriculum, to work on arrangements, to announce and reannounce the workshop purposes, and to do the mailings and logistics.

6. The steering committee will have to determine the best format for the workshop sequence.

7. The steering committee should prepare a statement of the workshop goals and send advance copies to all participants. See Figure 3 for some suggested workshop goals.

8. The steering committee will also need to consider certain budget items. For example, teachers may need to be paid for their released time. Other costs for the workshop may be minimal.

9. Workshop leadership involves such diverse responsibilities that two leaders are recommended. They will assist in all stages of the workshop; planning, running the actual workshop, and directing the follow-up activities. They support and reinforce each other and provide a change of pace for the participants.

10. A paid clerical staff person from the department should be responsible to the steering committee for making the physical arrangements including preparing notices of the workshop, getting mailings out on schedule, making certain that lunches or refreshments are planned, and other details. Additional activities might include the processing of applications, notification of participants, arrangements for audio-visual equipment, some typing during the course of the workshop, and copying materials for handouts.

SAMPLE OF WORKSHOP GOALS

1. Become better acquainted with each other and develop greater respect for one another.
2. Establish open lines of communication and be willing to listen to other points of view and to consider alternative value systems.
3. Become more sensitized to others and better prepared to help students and teachers know and accept differences of other students and teachers.
4. Experience specific skills in small group dynamics including the complex processes of coming to a consensus.
5. Examine and clarify one's own value structure in various areas connected with multicultural education.
6. Understand the value structure of other participants in various areas connected with multicultural education.
7. Increase awareness level about multicultural issues in the school and community so its members will better understand the complexity of a pluralistic society.
8. Seek to understand the various academic approaches to complex multicultural concepts.
9. Develop an awareness that multicultural issues do affect the community and people's lives.
10. Approve or reject the objectives to serve as guidelines for responses that the faculty might want to make in the area of multicultural education.
11. Identify the steps involved in translating the objectives into the life of the school.
12. Establish a time line and a plan for continued study and implementation.

Figure 3

Assumptions of the Workshop

Certain key assumptions serve as a basis for development of the workshop process:

1. *THOSE WHO ARE ASKED TO IMPLEMENT A NEW CONCEPT MUST HAVE A ROLE IN DECIDING WHETHER OR NOT THEY WANT TO BECOME A PART OF THAT CONCEPT.*

If people feel ownership for the concept, then it has a good chance of success. The staff members must decide if the objectives are important for them. Design of the concept will vary from school to school and from teacher to teacher.

2. *REASONS FOR A NEW CONCEPT MUST BE CLEARLY UNDERSTOOD BY ALL PARTIES.*

Much discussion is needed to clarify each person's position. It takes effort and study to understand how to continue to teach the existing curriculum and in addition make a contribution to multicultural education. Reasons for any change must make sense and be clearly defensible by everyone involved.

3. *NEW CONCEPTS MUST BUILD ON THE PAST.*

Change is part of the process of evolution from what was to what will be. To change does not mean that what happened in the past was inadequate or wrong. Rather, change is the result of learning and improving on what exists. New concepts must interfere with existing programs.

4. NEW CONCEPTS SHOULD BE DESIGNED FOR ADAPTATION AND CONTINUOUS EVOLUTION.

The workshop will assist the participants in looking at objectives which are flexible. The responses or the programs that come out of the objectives can be revised and modified to reflect the current needs of the students and staff.

5. NEW CONCEPTS MUST INVOLVE THE TOTAL STAFF.

The responsibility for multicultural education rests with all staff members in every discipline or position and with students. A concept must not be imposed upon people; everyone affected should have the opportunity to help decide if the concept is for them.

6. NEW CONCEPTS CAN BEST BE IMPLEMENTED IN SCHOOLS AT THE INDIVIDUAL DEPARTMENT LEVEL.

To succeed, a multicultural education concept requires total staff involvement. The best efforts of individuals in the administration, selected staff, or active citizens are inadequate. Successful adoption of new concepts in any departmental system is the result of an integrated commitment of the administration, staff, students and community within that department.

7. AGREEMENT ON ESSENTIAL MATTERS SHOULD PERMIT WIDE VARIATION ON OTHER POINTS.

Administrators should capitalize on differences rather than trying to get agreement in every respect. What is important is that staff members feel they are properly treated even though they may have different views about some things.

Points to Reinforce

The workshop has certain key characteristics. All participants should be aware of them at the outset.

It will not give any "pat" answers to complex multicultural issues,

BUT

it will provide general background information to assist in drawing conclusions.

It will not give any formula for instant success in teaching from a multicultural perspective,

BUT

it will provide the opportunity for participants to consider how they will jointly develop and design educational experiences.

It will not impose what and how to teach

BUT

it will ask the department to approve or disapprove the concept of multicultural education.

It will not make a participants content specialists

BUT

it will introduce them to a variety of issues and critical educational problems.

Suggested Workshop Format

Total Group

- I. *DISCUSS OBJECTIVES AND RATIONALE FOR MUTICULTURAL EDUCATION*
 - a. Presentation by a multicultural specialist.
 - b. Question and answer session.
- II. *DISCUSS MULTICULTURAL OBJECTIVES AND NEEDS SPECIFIC TO SPECIAL EDUCATION*
 - a. Historical background.
 - b. Present state of the art.
 - c. Question and answer session.
- III. *PRESENTATION OF THE ANALYSIS OF THE CURRICULUM FOR SPECIAL EDUCATION*
 - a. Share results of the analysis of the curriculum to determine what is presently being done.
 - b. Provide opportunity for reaction and suggestions for modifications or elaborations.
 - c. Determine what further information is needed on current programs.
 - d. Based on analysis decide what should be done and what changes need to be addressed.

Small Groups

- I. *MULTICULTURAL OBJECTIVES FOR SPECIAL EDUCATION*
 - a. Arrive at *general* objectives for the total department.
 - b. Report back to larger group.
 - c. Come to a consensus.
- II. *MULTICULTURAL OBJECTIVES FOR AREAS OF SPECIALIZATION*
 - a. Faculty divide into their areas of specialization.
 - b. Develop *specific* objectives for their discipline(s).
 - c. Record their objectives.
 - d. Report to larger group.
 - e. Record all groups' responses to examine continuity and "gaps" that appear as a result of the groups' reports. (see figure 4).

Individual Work

- I. *MY PERSONAL OBJECTIVES FOR MULTICULTURAL EDUCATION*
 - a. Each participant writes "specific" objectives for multicultural education.
 - b. Each participant records and presents objectives.
 - c. Individual participants determine what is needed to accomplish these objectives (see figure 5).

Total Group

- I. *WHERE DO WE GO FROM HERE?*
 - a. Summarize the presentations.
 - b. Summarize the activities.
 - c. Set specific time frames and responsibilities.
 - d. Set priority of next step(s) to be taken.
 - e. Provide specific direction for follow-up.

CHARACTERISTICS COURSES
(This same format can be used for
Survey, Methodology and Topical courses)

1. What do you consider the primary objective(s) in having "characteristics courses"?

2. What should a characteristics course, at the very least, prepare students with?

3. Generally speaking, to what degree should a characteristics course incorporate a multicultural concept?

_____ Awareness Level (1)
_____ Knowledge Level (2)
_____ Skills Level (3)

4. Based on the "level" your group has decided upon, what are the types of "content" information students should receive that are multicultural in content? Be specific.

5. In looking at the other one or two levels your group did not choose, what kinds of content information do you think "could be" in a characteristics course that would address these levels? Provide examples; be specific.

Level _____

Level _____

Figure 4

MY ROLE

1. Determine what you feel your course(s) do to promote multicultural sensitivity and awareness. List some of those here.
2. Given the general background during this retreat, what are some additional alternatives you could do now? Put down some of your ideas here.
3. What do you consider the biggest stumbling blocks that you face?
4. If you had the opportunity and the resources available to you, what would you like to do?

Figure 5

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**A DESIGNED PROCESS FOR MAINSTREAMING
MULTICULTURAL EDUCATION INTO
SPECIAL EDUCATION**

Adoption and Approval

In order for any concept to succeed, the administration and the faculty must express enthusiasm and support for it; the multicultural concept is no different. The concept must be initiated by the department before support can be generated. If the objectives are understood and supported by the school policy makers, support from the faculty of the school is likely to follow.

There are many critical decision points in implementing a new concept, such as adopting goals, scheduling inservice activities, and altering classroom procedures. At each step commitment and concensus must be attained.

Teachers are the backbone of the multicultural concept. They must function well with each other, the students, and the community. Failure to have a high percentage of faculty support will likely result in less than satisfactory results.

The department must have the flexibility to move as slowly or as rapidly as the conditions warrant. To try to force a concept on everyone at the same time is not in the best interest of the students, faculty, or the basic tenets upon which the concept is built.

Individuals must not only be allowed to be different, but differences must be appreciated, supported, and encouraged. Assuming common goals, individuals can make unique contributions by utilizing their own expertise, personality, and content.

If the faculty members are informed about and involved with the concept, it becomes a part of them and they begin to own it. Ownership immediately makes them concerned about the success of the total concept.

The following charts have been designed to assist your department in two essential areas: *Adoption* and *Approval*.

They allow you to monitor your progress, as well as provide some direction for your department.

You may need to modify, restructure or select only those appropriate steps that may be necessary to adapt to the specific needs of your department.

ADOPTION

	Not Applicable	Incomplete	In Progress	Date Completed
1. Designate one person to be in charge of initiating and planning for the development of the concept.				
2. Assign one or more persons from the administrative office to be responsible for providing assistance to those planning and implementing the concept.				
3. Establish a task force for multicultural education (membership should be voluntary). —Representation is encouraged to represent the administration, faculty, students, and community.				
4. Provide an in-service session(s) for the task force on the multicultural concept. —Usually best to use someone outside the school; use extreme caution in the selection of the consultant.				
5. The task force is to begin the development of a rationale and policy statement for the department.				
6. Disseminate a draft of the rationale and policy statement to the faculty, students, and community representatives for input.				
7. Establish an advisory network to support the concept (i.e., state department, social agencies, community groups, school districts, consultants).				
8. Present the rationale and policy statement to the administration for approval.				

—The department should issue a statement indicating that multicultural education concepts are individually designed at the department level; therefore, there is no expectation of standardization.

—The staff must be encouraged to use their own creativity and initiative.

APPROVAL

	Not Applicable	Incomplete	In Progress	Date Completed
1. The department should disseminate the rationale and policy statement to the faculty and students, and advisory network.				
2. The task force should design the objectives for the school year (i.e., inservice sessions, goals, departmental goals, meeting, etc.) —Be realistic with your expectations.				
3. The faculty should combine its goals, position statement, course content, and resources to devise a general plan which will provide direction for the concept.				
4. Staff participation must be directed and be continuous (Regular meetings scheduled during the school year). —With stated objectives and a clear understanding for each meeting.				
5. Allow “released” time for planning. Don’t expect a great amount of enthusiasm for the concept if you have all the work being done on top of a regular teaching load. If you believe that it is important, it should be reflected in the scheduling of work sessions and inservice meetings.				
6. In providing inservice for faculty, it is best, if possible, to keep it at least separate for areas of specialization, i.e., Learning Disabilities, Mental Retardation, Hearing Impaired, etc. **If at all possible, avoid providing an inservice session for your entire faculty at once				
7. Each faculty member should begin research on multicultural perspectives as they relate to his/her subject matter. This information will be carefully incorporated into an individual plan of action (see workshop model).				
8. Staff progress should be monitored by and reported in the teacher bulletin or newspaper in an effort to keep everyone enthusiastic and informed.				

Department Wide Commitments, Responsibilities and Relationships

If implementation of the multicultural concept is to be successful, the diverse perspectives within the university community and outside in the community at large must be incorporated. While it would be impossible to reach consensus on each and every item, community interaction will assist the task force in drafting and implementing a well-rounded, meaningful set of goals.

The diversity of opinions also serves as an example of what multicultural education is all about—different people working together for a common purpose. The community is a rich resource and the basis upon which multicultural education concepts should be built. Failure to make significant use of the community will result in a much less effective multicultural approach. Even the smallest community is diverse and complex, and with careful and thoughtful planning, it can provide meaningful learning experiences.

It is important to avoid presenting the multicultural education concept in an airtight compartment; it should instead be integrated into all content areas. The issues, questions, problems, knowledge, and skills which are part of a multicultural concept can be most effectively understood when all disciplines are used. Thus, interdisciplinary teaching and learning gives all teachers the opportunity to contribute uniquely to the multicultural concept.

The following charts offer suggestions for the role of the steering committee and the staff and provide ideas for using the community and developing classroom resources. The charts are designed to help you monitor your progress in implementing these suggestions.

STEERING COMMITTEE

	Not Applicable	Incomplete	In Progress	Date Completed
1. A steering committee should be formed to develop and assist in implementing areas of specialization, goals and objectives for multicultural education. —Steering committee should be representative of the area of specialization involved. —A member of the task force on multicultural education should be a member of the steering committee.				
2. "Released Time" needs to be provided for meetings.				
3. The task force on multicultural education should outline and designate the authority and responsibility of the steering committee.				
4. The steering committee should establish their own objectives, goals, and plans for their particular area of specialization.				
5. The steering committee presents their objectives, goals and plans to the multicultural task force. —Should include specific activities, dates, workshops, etc.				
6. The steering committee must report regularly to the whole staff in their area of specialization.				

STAFF RESPONSIBILITIES

	Not Applicable	Incomplete	In Progress	Date Completed
1. Each staff member needs to be actively involved in departmental goals, area specialization goals, and his/her own individual goals. -Each staff member should present his/her own goals, objectives, plans for incorporating multicultural education into his/her teaching area. -Should be given to the steering committee. -Also can be accomplished with the "workshop model"				
2. Staff members from different areas should be actively involved in working together to coordinate lessons and develop interdisciplinary activities.				
3. The task force on multicultural education and the steering committees should compile the needs and concerns expressed by their faculty members.				
4. Based on those needs, the two committees should rank those needs in order of importance to give direction that will be taken. For example, the priorities expressed could be:				

	How to Address Address the Need	Lack of Resources	Date to be Administered	On-going	Completed
1. in-service on rationale					
2. in-service on awareness					
3. evaluation of curriculum					
4. simulations, games for classroom use					
5. developing classroom materials					
6. individualized instruction					
7. interdisciplinary approach to teaching					
8. resources for classroom use					

COMMUNITY RESOURCES

	Not Applicable	Incomplete	In Progress	Date Completed
1. School policies should encourage use of the community as a learning laboratory.				
2. A systematic plan should be developed to make the best use of the available resources and to coordinate their uses at the district level.				
3. There must be ongoing effort to discover the many possibilities for using the community as a laboratory.				
4. Students and staff need to be involved in actual experiences in the community.				

CLASSROOM RESOURCES AND INVOLVEMENT

1. Each faculty member should begin to maintain a card file of multi-cultural education ideas, strategies/or resources to be interwoven into lesson content.				
2. Each area of specialization could then compile a "master file" which would serve as an idea bank for the faculty.				
3. Periodic news releases and newsletters should be generated.				
4. There should be an information bank set up in the library to provide faculty quick and easy access to a variety of support material and to serve as a distribution center for innovations and suggestions from faculty and consultants. —Below is a suggested list of what might be included in the information bank:				
a. Books of multicultural activities should be purchased for the library. Accompanying these should be an annotated listing of the activities with evaluations of each and suggestions for adapting them to the needs of special education students.				
b. An annotated listing of articles and readings addressing the needs of culturally different disabled students should be available.				
c. Books providing information on different culture groups, multi-cultural education, learning styles, etc. should be in the bank.				
d. A "Yellow Pages" of resources for multicultural education would be helpful to faculty; this might include a list of speakers, resource persons, ethnic group organizations, and places for good out-of-class learning experiences within the community.				
e. A review of relevant filmstrips and films should be included.				

	Not Applicable	Incomplete	In Progress	Date Completed
f. Names and addresses of valuable outside consultants should be present.				
g. There should be a listing of related projects in the special education department or other university departments or at other universities.				
h. There should be a cross referencing of useful materials available in other libraries on campus.				
5. A community project or work experience should be included in the education of every student.				

Professional Growth and Evaluation

The professional growth needs of faculty members are diverse. Personalized programs can avoid wasteful overteaching and still guarantee higher levels of staff competence. The limited budget allocations for inservice should be directed toward faculty members whose needs are greatest.

The greatest gains can be made when the faculty is involved in the establishment, monitoring and evaluation of a concept.

Since the concept is not curricular in the sense that instructional materials are provided, the success of the venture depends heavily upon the staff's understanding of the multicultural goals and objectives and the willingness to develop and improve student learning experiences. Faculty members must be willing to define their professional growth needs. While external evaluators may be used to assist the staff in evaluating program effectiveness, most of the monitoring of the concept will be a staff responsibility.

The following charts suggest incentives which encourage and reward faculty involvement and evaluation procedures which help to assess progress toward your goals. As with previous charts some of the suggestions may need to be modified or restructured to meet the unique needs of your department.

INCENTIVES FOR PROFESSIONAL GROWTH

	Not Applicable	Incomplete	In Progress	Date Completed
1. Incentives must be provided to encourage professional growth.				
2. Provide a variety of inservice activities for individuals, small groups, and occasionally for larger groups.				
3. Award professional growth credit for successful completion of such inservice programs.				
4. Give recognition to teachers who develop materials for instruction in multicultural education.				
5. Provide funds for summer curriculum development to encourage faculty, with the assistance of students, to evaluate course content for its effectiveness in stimulating multicultural awareness.				
6. Arrangements should be made for faculty to have opportunities for long term observations of classrooms, both at the university level and at K-12 levels, where a multicultural focus is being implemented.				
7. Faculty need to be given release time to investigate important issues related to the education of culturally diverse students with disabilities.				

EVALUATION

	Not Applicable	Incomplete	In Progress	Date Completed
1. The steering committee should appoint a task group to develop assessment methods to determine if:				
a. objectives are being met b. indicators of achievement are present c. areas which need improvement can be identified d. ideas and alternatives are provided e. overall evaluation of progress is evident				
2. Periodic evaluation procedures need to be established. Following evaluation procedures, discrepancies between goals and achievements and plans for improvement should be brought out.				
3. The media, mode, materials, level of difficulty, and assessment methods for learning activities must be varied to meet individual student needs.				
4. The results of assessments and plans for improvement should be made available to all members of the faculty and community.				

THE FIVE STEPS TO SUCCESS

Below are five factors that we believe must be considered to completely and efficiently implement any new concept in our department(s).

1. *COMMUNICATE IN FUNDAMENTAL CONCEPTS RATHER THAN LABELS.*

It is a lot easier to adopt a new way of talking about a subject than a new way of doing it. Be sure to avoid educational buzz words and cliches when you make your list of objectives. Be specific. (What generally happens is that faculty, as well as administrators don't often understand new concepts and procedures and therefore, don't implement them properly).

We say, "There isn't time." "Really isn't opportunity." "There really isn't support to make any difference". . . So we learn the rhetoric, we learn the vocabulary, we learn the phrases. We speak change, but we don't do it. Therefore it is important to decide how success will look to you.

2. *DRAW ON ALL YOUR RESOURCES.*

This concept implementation guide does not offer a canned approach to multicultural education. It requires you to make a personal response. Further, it calls upon all members of your department to contribute to the efforts of every other participant. Everyone doesn't have to respond in the same way, but everyone should at least share insights and understandings with each other.

3. *PROVIDE OPPORTUNITIES TO LEARN HOW TO IMPLEMENT A CONCEPT.*

Encourage everyone to become involved. Inservice should provide the opportunities to learn "how" as well as opportunities to learn "about". Inservice should stress involvement, learning by doing. As the old Chinese proverb says:

TELL ME I'LL FORGET
SHOW ME I MAY REMEMBER
INVOLVE ME I UNDERSTAND

4. *BE CLEAR ABOUT THE BENEFITS THAT WILL RESULT FROM A MULTICULTURAL PERSPECTIVE.*

The concept of multicultural education will not necessarily increase standardized scores nor will it necessarily solve any other traditional school problems. It is a new dimension which can and should be incorporated into any educational program or department. Be specific and realistic in your objectives. Consider what can and cannot happen.

5. *WORK TOGETHER*

Changing education is changing people. It's hard, it's slow, it's difficult, and we must face the fact that there are no miracles. Change requires time, materials, and COMMITMENT from the faculty. Change can be a very lonely business. A simple solution to this problem is to relieve the loneliness! If we ever forget that changing the school is changing people. . . change will never occur.

Do whatever is necessary to get everyone involved in the concept. Stress "active" participation from everyone. But don't get discouraged if everyone doesn't become active; we must learn to expect (but not accept) that this will occur.

SUMMARY

Equality

During this century, perhaps no concept has given educators more difficulty than that of EQUALITY. As teachers and administrators, we have gradually come to realize the inequities that have existed in our educational system for so long. Segregated schools invariably penalized Asians, Blacks, Native Americans and the Hispanics. Although boys and girls attend school together, too frequently we educate them by traditional images of male and female roles. We are still far from genuine educational equality. Our human responses seem to function much like a pendulum. Where once we educated only the few and ignored the many, we now attempt to educate the many, but from a single perspective. By doing so we mistake uniformity for equality. Multicultural education is a positive response in that it broadens perspectives and provides a more meaningful education.

Implementation of a concept to accommodate the necessary competencies for a multicultural perspective will require significant changes in the academic content and experiences provided. These changes will affect all facets of the college program and will require the cooperation of a large segment of the academic community. Internally, the faculty of each institution must become aware, sensitive and committed to the concept of multicultural education. Anything less than a concentrated, committed and cooperative effort will result in mere tinkering with the existing program(s).

When changes are small or when only a few people are involved, our procedures for monitoring, evaluating and revising plans can be informal. Implementing changes at a department-wide level requires more systematic procedures. We need to be continually learning from our experiences and the experiences of others.

The Challenge

This guideline has been designed to assist you and your department to begin to make a response to the need for both multicultural education and overall school improvement. We welcome you to the search for alternative solutions that will truly make departments of special education "Special".

EDUCATION SHOULD BE THE PROCESS OF HELPING
EVERYONE TO DISCOVER HER/HIS UNIQUENESS, TO TEACH
HER/HIM HOW TO DEVELOP THAT UNIQUENESS, AND THEN
HOW TO SHARE IT. BECAUSE THAT'S THE ONLY REASON
FOR HAVING ANYTHING.

-Leo Buscaglia